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ABSTRACT

ERIC ABSTRACTS ON COLLECTIVE NEGOTIATIONS IN EDUCATION ARE COMPILED THAT WERE ANNOUNCED IN RIE THROUGH JUNE 1969. THE KEY TERMS USED TO COMPILE THIS COLLECTION ARE "COLLECTIVE NEGOTIATION," "COLLECTIVE BARGAINING," "STRIKES," "SANCTIONS," AND "TEACHER MILITANCY." THE FOLLOWING INFORMATION IS PRESENTED FOR EACH DOCUMENT: AUTHOR, TITLE, PLACE OF PUBLICATION, PUBLISHER, PUBLICATION DATE, NUMBER OF PAGES, ERIC DOCUMENT ("ED") NUMBER, PRICE AND AVAILABILITY, AND ABSTRACT. A SUBJECT INDEX IS CROSS-REFERENCED WITH THE DOCUMENT LISTING. SIXTY-TWO CITATIONS ARE LISTED. (MK)

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ERIC Abstracts on:

Collective Negotiations in Education

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ERIC ABSTRACTS:

A Collection of ERIC Document Resumes on

COLLECTIVE NEGOTIATIONS IN EDUCATION

Compiled by

the

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U.S. DEPARTMENT OF HEALTH, EDUCATION & WELFARE
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August 1969

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PREFACE

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The ERIC Clearinghouse on Educational Administration (ERIC/CEA), one of 19 such units in the ERIC system, was established at the University of Oregon in 1966. The Clearinghouse collects, indexes, and abstracts documents concerned with the leadership, management, and structure of public and private educational organizations on the elementary and secondary education levels. Documents processed by ERIC/CEA are announced, together with documents processed by the other ERIC clearinghouses, in Research in Education (RIE), ERIC's monthly index and abstract catalog. RIE is available in many libraries and by subscription for $21 a year from the U.S. Government Printing Office, Washington, D.C. 20402. Most of the documents listed in RIE can be purchased through the ERIC Document Reproduction Service, operated by The National Cash Register Company.

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ERIC Abstracts are the result of a cooperative arrangement between ERIC/CEA and the National Academy of School Executives (NASE) of the American Association of School Administrators. The abstracts are compiled by ERIC/CEA to provide participants in a series of NASE-sponsored seminars with an up-to-date collection of ERIC materials on subjects to be presented in these seminars. Additional copies of the abstracts are published by AASA and distributed across the country to school administrators and others interested in educational administration.

Philip K. Piele
Director

INTRODUCTION

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To compile each list, a search is made of the RIE indexes, using key terms that define the topic being searched. The terms used to compile this collection of documents on collective negotiations in education are COLLECTIVE NEGOTIATION, COLLECTIVE BARGAINING, STRIKES, SANCTIONS, and TEACHER MILITANCY. Relevance to the topic is the only criterion for listing a document. The listing is complete for all issues of RIE through June 1969. A majority, but not all, of the listed documents were processed by this Clearinghouse.

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1. Allen, Roy B. Implications of collective negotiation for the role of superintendent. Fayetteville: College of Education, Arkansas University; University Council for Educational Administration, 1966. 15p. ED 011 704 MF $0.25 HC $0.85.

The author states that three definitions of the superintendent's role are distinguished by the form of the particular negotiation process--(1) superintendent uninvolved, with negotiation carried on directly by teacher-organization representatives and the board of education; (2) superintendent acting as board of education representative in negotiation with teachers' organization representative; and (3) superintendent serving in one of several capacities, primarily as consultant, with both board of education and teachers' organization representatives. The superintendent's role in collective negotiation will continue to lack definition until the role of the teachers' organization is more clearly defined. In his role as administrator, the superintendent has received specific training and is professionally qualified, whereas representatives of teachers' organizations lack training both in negotiation and administration and assume administrative functions through a negotiation process that is more revolutionary than evolutionary. The view that the superintendent represents management and the teachers' organization represents labor jeopardizes the superintendent's role as the educational leader of the professional staff.

2. American Association of School Administrators. School administrators view professional negotiation. Washington, D.C.: AASA, 1966. ED 011 686 Not available from EDRS. (Available from AASA, 1201 Sixteenth Street, N.W., Washington, D.C. 20036.)

Collective negotiation by major personnel in the educational process is discussed primarily from the school superintendent's viewpoint. Since World War II, school staffs have increasingly demanded a change in the hierarchical structure and the development of a horizontal concept of educational authority. This demand is attributed to the increasing level of preparation and competence of teachers, the growing size of schools, the increasing trend toward teaching as a life career, urbanization, and the growing control by teachers of their own professional standards. Shared responsibility--based upon common goals and interests among teachers, school boards, and administrators--is regarded as the most appropriate concept for collective bargaining among professionals in the field of education. The superintendent of schools should be an active participant in this process as it relates to the development of policies which affect the staff and the school systems operation. Particular aspects of negotiation considered include--(1) advantages of a single organization as representative of the staff, (2) composition of the negotiating unit, (3) time as an open or closed element of negotiation,

(4) grievance procedures, kinds of sanctions, and teacher strikes, (5) state legislative developments and guidelines, (6) values of union affiliation, and (7) the unique position of the school superintendent with respect both to the educational process and to the process of professional negotiation.

3. American Association of School Administrators. The school administrator and negotiation. Washington, D.C.: AASA, 1968. 84p. ED 021 329 MF $0.50 HC not available from EDRS. (Available from AASA, 1201 Sixteenth Street, N.W., Washington, D.C. 20036, for $0.50 HC.)

   The growing importance of negotiation in education requires superintendents to be informed of the five key issues inherent in the educational process: The applicability of the industrial negotiation model, the principle of accountability, the superintendent as a participant or chief negotiator, the scope of negotiation, and the delegation of authority and responsibility for negotiation. The rationale for negotiation is discussed in terms of the range of attitudes toward negotiation, climate of acceptance or rejection, the nature of interests involved in the negotiation process (teachers, board of education, administration, the public), state laws on negotiation, role definition of participants, and diverse models for negotiation. Preparation involves recognizing the school system's structure, collecting negotiation data, and assembling an updated negotiation data guidebook for each member of the team. Superintendents should have knowledge of specific procedures (i.e. site selection, ratification, subsequent sessions) and be aware of potential developments of negotiation in education.

4. Butler, Henry E., Jr. Legal implications of concerted action of teachers. Fayetteville: College of Education, Arkansas University; University Council for Educational Administration, 1966. 10p. ED 011 409 MF $0.25 HC $0.60.

   The author states that growing demands by organized teachers for negotiation concerning employment conditions and policy formulation have been accompanied by a willingness to accept such bargaining through procedures which do not interrupt orderly school operation. Traditional legal authority of local boards of education to make unilateral policy decisions is giving way to a diverse set of negotiation procedures based more upon discretionary action of local bonds than upon legislation. Boards of education will engage more frequently in collective negotiations, both by voluntary action and by pressures exerted against them. Although teachers may not legally strike in any state, teacher organizations are continuing to broaden the area open to negotiation. Unresolved issues include whether state legislation should be enacted to assure collective negotiations by teachers and whether such legislation should apply to all public employees or whether public school personnel should be treated as special category. Legal developments concerning collective negotiations by public school teachers will be especially influenced by individual and concerted action of public school administrators and boards of education.

5. Carlton, Patrick W. Teacher salary negotiations: A case study and analysis. Portland: Oregon Education Association, 1968. 90p. ED 025 848 MF $0.50 HC $4.60. (Also available from Oregon Education Association, 1530 S.W. Taylor Street, Portland, Oregon 97205, for $1.50.)

A case study and analysis of teacher salary negotiations describes and explores a quasi-negotiatory relationship in which a group of seven school board members attempted to reach agreement with six elected representatives of a local teaching staff, neither group having had prior negotiatory experience. Through use of tape recordings, interviews, notes, minutes, and newspaper clippings, the chronology of events is reported, beginning with the passage of a law requiring consultation over economic matters and culminating in the adoption of the 1967-68 salary schedule. Concepts of industrial relations and bargaining theory as applied to private industry are used to analyze the reported negotiation process. It is concluded that (1) the traditional relationship between the board, teachers, and superintendent was changing in the city studied, and (2) because it resulted in a harmonious settlement of differences, collective negotiation or consultation seems to be a viable process for use in the public sector.

6. Carlton, Patrick W. The attitudes of certificated instructional personnel toward professional negotiation and "sanctions." Eugene: University of Oregon, 1967. 227p. ED 014 801 MF $1.00 HC $11.45.

Based on a 71 percent response from a selected sample of North Carolina principals and teachers (345 male principals, 117 female principals, 399 male teachers, and 388 female teachers), a study was made of educators' attitudes toward three components of collective action--collective negotiation, sanctions, and strikes. Likert-type scales were developed to measure attitudinal sets of the four groups of educators to each of the three components. Statistical analyses, primarily by two-way analysis of variance and Pearson product-moment correlation, confirmed the study's two major hypotheses--(1) male educators are more favorably inclined than female educators toward collective teacher action, including negotiations, sanctions, and strikes, and (2) classroom teachers are more favorably inclined than principals toward teacher collective action, including collective negotiations, sanctions, and strikes. Related factors analyzed included the period of educator's residence in the state, educational level, type of school unit in which employed, size of town, length of experience, level at which employed, and level of certification. Analysis indicated a significantly positive relationship between collective negotiations and the philosophical orientation of educators on a progressivism-traditionalism continuum but only minimal correlations of philosophical orientation with sanctions and strikes.

7. Connecticut School Development Council, Inc. Teacher-board agreements concerning conditions of work. Hartford: CSDC, Inc., April 1967. 22p. ED 020 568 MF $0.25 HC $1.20.

This survey reviews the conditions of work found in various teacher-board agreements in Connecticut towns and describes them in general terms. Reasons for negotiation and general negotiation procedures are briefly covered while the conditions of work affecting the difficulty of the task, teacher welfare and professional advancement are discussed in more detail. Several miscellaneous items of agreement found in various teacher-board contracts are presented.

8. Doherty, Robert E. The impact of teachers organizations upon setting school policies--negotiation. The Clearinghouse, 40 (May 1966). ED 018 879 Not available from EDRS. (Available from Distribution Center, New York State School of Industrial & Labor Relations, Cornell University, Ithaca, New York 14850; single copies free, additional copies $0.25 each.)

   Bilateral determination of school policy in public education is rapidly becoming the norm as collective negotiation between teachers associations and school boards grows on both local and state levels. Factors influencing this trend include the contest between NEA and AFT affiliates to be the sole representative of teachers in their dealings with school boards, increasing bureaucratization of consolidated school units, and the changing character of teaching staffs, with career-oriented males becoming predominant. Specific state bargaining statutes affecting teachers associations are reviewed, and a plea is made for redefining the relationships between boards of education and teacher groups.

9. Doherty, Robert E. Determination of bargaining units and election procedures in public school teacher representation elections. Industrial and Labor Relations Review, 19 (July 1966). ED 018 880 Not available from EDRS. (Available from Distribution Center, New York State School of Industrial & Labor Relations, Cornell University, Ithaca, New York 14850; single copies free, additional copies $0.25 each.)

   Two critical issues related to collective negotiations for teachers are the determination of who shall be included in the bargaining unit and what rules should be followed in the actual election of association or federation representation. Only six states--California, Connecticut, Michigan, Oregon, Washington, and Wisconsin--had enacted legislation by 1965 which in varying degrees defined unit determination and election procedures. In four specific instances third parties have served as neutral moderators to suggest how the negotiating parties should proceed with respect to these two issues, including place of polling, method of balloting, number of polling places, determination of election winner, and post-election bar rule for repetitioning by the losing organization. Quoted verbatim are advisory reports submitted by moderators to the boards of education and arbitration leaders for the cities of New Rochelle, Rochester, Newark, and Philadelphia.

10. Doherty, Robert E. The law and collective bargaining for teachers. Teachers College Record, 68 (October 1966). ED 018 881 Not available from EDRS. (Available from Distribution Center, New York State School of Industrial and Labor Relations, Cornell University, Ithaca, New York 14850; single copies free, additional copies $0.25 each.)

A brief historical review of state laws related to collective bargaining between teacher associations and school boards is followed by six suggestions for components of a working model--(1) guarantee to teachers of the right to join the organization of their choice and obligation imposed upon the local school board to bargain with teacher representatives, (2) exclusive representation by a single teacher association, to be determined by a secret ballot election, (3) local determination of the agency to administer the election, with inclusion of supervisors in the bargaining unit contingent upon teacher as well as supervisor approval, (4) exclusion of all public employees except those directly related to the educational enterprise, (5) scope to include an unrestricted latitude of working conditions and professional matters, and (6) impasse settlement through advisory arbitration. A comparison of collective bargaining provisions for teachers and other school employees is tabulated for California, Connecticut, Massachusetts, Michigan, Oregon, Rhode Island, Washington, and Wisconsin.

11. Doherty, Robert E., and others. The changing employment relationship in public schools--implications for quality education. Papers presented at the Conference on the Changing Employment Relationship in Public Schools--New York, May 12-13, 1966. 50p. ED 019 734 MF $0.25 HC $2.60. (Also available from Distribution Center, New York State School of Industrial and Labor Relations, Cornell University, Ithaca, New York 14850; single copies free to New York State residents, additional copies and out-of-state orders $0.50.)

This document contains six papers presented at a conference held May 12-13, 1966, at the Roosevelt Hotel in New York City under auspices of the New York State School of Industrial and Labor Relations and the School of Education at Cornell. The papers, reflecting some aspect of the conference theme, "The Changing Employment Relationship in Public Schools," include--(1) Charles S. Benson, "Economic Problems of Education Associated with Collective Negotiations," (2) Charles Cogen, "Changing Patterns of Employment Relations," (3) Allan M. West, "A Change in Employment Relationships in Public Schools--Implications for Quality Education," (4) Morris E. Lasker, "The Influence of Teacher Collective Bargaining on the Quality of Education--Observations of a Board Negotiator," (5) Joan R. Egner, "Major Themes--Points of Agreement and Disagreement," and (6) William T. Lowe, "Questions for Further Study."

12. Doherty, Robert E. Employer-employee relations in the public schools. Papers presented at the Conference on Employee Relations in the Public School--Ithaca, New York, July 14-15, 1966. 146p. ED 019 730 MF $0.75 HC $7.40. (Also available from Distribution Center, New York State

School of Industrial and Labor Relations, Cornell University, Ithaca, New York 14850; single copies free to New York State residents, additional copies and out-of-state orders $0.50.)

This volume contains papers presented at the Conference on Employee Relations in the Public Schools, held July 14-15, at Cornell University under the auspices of the New York State School of Industrial and Labor Relations and the New York State Education Department. The purpose of the conference was threefold--(1) to provide a forum where teachers in the field of public education in New York State could explore together the problems and opportunities which the recent legislative failures developed, (2) to make recommendations for a statute and a set of procedures that would serve to protect the employee rights of teachers and contribute to the quality of the educational enterprise, and (3) to bring together some of the leading spokesmen in the area to share their thoughts with a larger audience of educational practitioners. The three major areas in which the papers were written include--(1) aspirations of teachers and concerns of school boards and administrators, (2) appropriate legislation covering the employment relationship in public schools, and (3) the resolution of impasses in teacher negotiations.

13. Doherty, Robert E., and Oberer, Walter E. Teachers, school boards, and collective bargaining--a changing of the guard. Ithaca: State University of New York, May 1967. 146p. ED 017 046 MF $0.75 HC $7.40. (Also available from Distribution Center, New York State School of Industrial and Labor Relations, Cornell University, Ithaca, New York 14850, for $2.00.)

Four major areas of collective bargaining for teachers, based on a review of historical records, a comparison of experiences, a study of relevant documents, and interviews with personnel directly involved are defined and analyzed--(1) factors giving rise to the bilaterial determination of employment conditions in public schools, (2) the character of the two teacher organizations behind the movement, (3) legal questions raised by collective action among teachers, and (4) implications of teacher bargaining for the quality of the educational enterprise. The increasing demand for formalized employment arrangements with local school boards is due to a proportionate increase in the number of male teachers, low salaries, unsatisfactory working conditions, the mounting frustration of public school teaching, and growing competition between the two major teacher organizations. Special attention is given to questions concerning desirable state legislation, including various aspects of representation, unfair practices, strikes, sanctions, negotiation and impasse procedures, and the administration of legislation when enacted. A comparison of representative provisions in two comprehensive teacher-school board agreements negotiated by AFT and NEA affiliates is appended.

14. Dubel, Robert Y. Essential ingredients of a modern grievance procedure. Paper presented at the Annual Meeting of the American Association of School Administrators--101st, Atlantic City, New Jersey, February 17, 1969. 9p. ED 027 640 MF $0.25 HC $0.55.

A grievance procedure should be viewed more comprehensively than most experts view it. It is a vehicle which permits an employee to seek redress from a possible misapplication, misinterpretation, or alleged violation of State laws, the policies of a board of education, or the administrative rules and regulations designed to implement such policies. A grievance procedure should include the following ingredients: (1) A statement that it will be administered fairly and used only when other means fail; (2) a statement that its purpose is to minimize misunderstandings and promote positive staff morale; (3) clarity of all relevant definitions; (4) inclusion of at least four levels of grievance procedures--principal, assistant superintendent, superintendent or his designated representative, and board of education; (5) a stipulation that during the appeal process the grievant must conform to the directive or action of his administrative supervisor which caused the grievance, and (6) a statement that the grievant may be accompanied by counsel. The procedure should not require that the grievant's complaint first be processed by a committee on professional rights and responsibilities named by the local education association. If arbitration becomes necessary, the cost should be borne equally by employer and employee.

15. Gisriel, Cornelius E., and others. The local education association and grievance adjustment. Washington, D.C.: National Education Association, 1967. ED 011 411 Not available from EDRS. (Available from NEA, 1201 Sixteenth Street, N.W., Washington, D.C. 20036.)

A grievance is a charge that a policy affecting working conditions is inadequate or has been violated. Teacher grievance complaints are primarily concerned with teaching load, class size, promotion, facilities, salaries, and teacher evaluation. Grievances usually occur in a stratified employment setting and result from poor formulation or administration of policy, lack of appreciation for teacher emotional reactions, or failure to provide channels of communication between the school board and the association. The purpose of a grievance procedure is to resolve the problem to the greatest satisfaction of all parties concerned by encouraging teacher expression, improving teacher understanding of relevant policies, and appraising policy effectiveness. Nine criteria for a written grievance procedure are given, and grievance procedure functions of the local association are listed. Suggested prerequisites to meaningful arbitration include a neutral arbitrator, equal sharing of arbitration costs by disputants, and a binding clause requiring disputants to accept the arbitrator's resolution proposals.

16. Glass, Ronald W. Work stoppages and teachers--history and prospect. Monthly Labor Review, 90 (August 1967), 4p. ED 015 298 MF $0.25 HC $0.30.

Teacher's strikes in 1966 resulted in 33 stoppages followed by an additional 11 in the first quarter of 1967. Only 35 such stoppages were recorded in the entire preceding decade. Of the 1966 stoppages, 21 occurred in 10 states, but 12 occurred in Michigan following enactment of the State's Public Employment Relations Act in 1965. In contrast to industrial strikes which typically arise from an impasse in negotiations, many teacher strikes took the form of protests "to" the public or the legislature rather than "against" the school authorities. Major issues included salaries, hours of work, the right to speak collectively, and work conditions. In most salary disputes, the school boards and the public were responsive to the teachers' requests. This large-scale reaction to the right of collective bargaining, along with similar experiences in the private economy, bear out the thesis that, in the short run, more rather than fewer stoppages may result from vigorous and inexperienced response to a new right to bargain collectively. Public school teachers are exceptionally well organized. In March 1967, the American Federation of Teachers, an affiliate of the AFL-CIO, had approximately 125,000 members, and the National Education Association (NEA) had about one million members. NEA affiliates participated in 11 of the 33 strikes in 1966, accounting for more than 80 percent of all teachers involved.

17. Goergen, Joseph H., and Keough, John J. Issues and outcomes of teachers' strikes, 1955-65. Jamaica, New York: Saint John's University, 1967. 256p. ED 025 835 Not available from EDRS. (Doctoral dissertation available from University Microfilms, Inc., 300 North Zeeb Road, Ann Arbor, Michigan 48103; order no. 68-3808, MF $3.25, Xerography $11.50.)

This study analyzes the patterns of 40 teacher strikes between 1955 and 1965 by looking at (1) the issues and demands and (2) the outcomes and settlements. It is hypothesized that (1) teacher strikes fall into discernible patterns, (2) functional relationships exist between certain strike issues and outcomes and the strike itself, (3) strikes can be analyzed by an index system weighed by frequency of issues or outcomes, (4) issues and outcomes usually represent teacher self-interest, (5) strikes recurred in the school districts studies, and (6) a geographical pattern to teacher strikes existed during the period studied. Conclusions support all but one of the hypotheses. Regarding the analysis of strikes by an index system, it was found that teacher strikes do not lend themselves to simple numerical analysis, making it impossible to establish a predictive index.

18. Hart, Jerry. Collective negotiations a new outlook in 1966. Personnel Administration Research Studies, 1966. 19[illegible] ED 014 120 MF $0.25 HC $1.00. (Also available from the Center for Educational Research and Service, College of Education, Ohio University, Athens, Ohio 45701, for $1.00.)

By the end of 1966, over 1500 written agreements had been reached in the United States providing for decision-making by teachers through professional negotiation. Primary issues included the importance of

State legislation, the role of the school superintendent in the negotiation process, the exclusive negotiation rights by one professional association for all teachers in a system, the resolving of impasses, and personnel policies. The National Education Association has emphasized the enactment of State legislation mandating collective negotiations. Comprehensive statutes enacted by Connecticut and Washington serve as models, clarifying negotiable items and providing for impasse resolution by means of education channels. With its membership centered in nine of the nation's ten largest cities, the American Federation of Teachers has stressed local contract agreements and utilization of professional help from the AFL-CIO. Provisions for teacher collective negotiation in Michigan, Wisconsin, and Connecticut are outlined as models for future legislation throughout the nation.

19. Hartley, Harry J. PPBS--current research and programmatic implications for collective negotiations. Paper presented to the American Educational Association, Chicago, Illinois, February 8-10, 1968. 10p. ED 018 856 MF $0.25 HC $0.60.

Planning-programming-budgeting systems (PPBS) are intended to facilitate the kinds of information and data analysis which furnish administrators with a more complete basis for rational choice. Neutral on the issues of cost reduction, PPBS is designed to foster economic efficiency. Advantages which it offers over traditional practices include--(1) program-oriented information, (2) analysis of possible alternative programs and objectives, (3) long-range plans and evaluative criteria, (4) use of contemporary management science concepts to improve utilization of teacher competence, (5) structural flexibility and participatory planning, and (6) report of school programs in the school budget document. Successful installation of the program budgeting format is dependent upon completion of three kinds of research activities--(1) program classification, structural design, and planning matrices, (2) programming, systems analysis, and budgeting, and (3) information support, evaluation, and program revision. The key to resolving recent educational disputes has been largely financial. Focus upon programs would allow teachers, boards of education, administrators, and the general public to seek resources for needed programs, rather than for selfish ends.

20. Hixson, Richard A. A position paper. Washington, D.C.: Department of Colleges and Universities, American Federation of Teachers, July 26, 1968. 13p. ED 024 372 MF $0.25 HC $0.75.

This position paper covers possible problems of collective bargaining. (1) The two sides should not bring prejudgments of good or bad to the negotiating table. (2) Neither side should exaggerate its strength or minimize its weakness. (3) Neither side should confuse intransigence with firmness. (4) The composition of each team must be carefully

considered to be sure the most competent negotiator is chosen. (5) The use of outside specialists should not be scorned. (6) Each team must have real authority to speak for its side, as well as the full confidence of those it represents. (7) Contract terms should be realistic, not timid or excessive, and should have the welfare of the whole community in mind. (8) The timing, scheduling, place of meetings, and agenda should be agreeable to both sides.

21. Horvat, John J. The processes of face-to-face negotiation. Bloomington, Indiana: National Institute for the Study of Educational Change, June 1968. 16p. ED 024 107 MF $0.25 HC $0.90.

The following major aspects of collective negotiations in education were briefly reviewed at a conference in Bloomington, Indiana, June 1968, sponsored jointly by the Department of Elementary School Principals (NEA), the Indiana Association of Elementary School Principals, and Indiana University: (1) Benevolent administrative leadership is rapidly becoming a thing of the past; (2) negotiation in education is often revolutionary rather than evolutionary; (3) the strike is the only real power base in serious bargaining by teacher associations; (4) as a consequence of the procedural and conceptual problems which have occurred when board members have participated in face-to-face negotiations, superintendents and their administrative staff are becoming the prime and active negotiators for the board; (5) experienced professional negotiators from outside the local system may represent the local teachers association, necessitating equally qualified personnel to represent the local administration; (6) the mediating roles of both the superintendent and the principal in negotiations are exceedingly difficult and need to be more clearly defined. Three illustrative face-to-face negotiation processes are described and evaluated.

22. Horvat, John J. Professional negotiation in education--a bargaining game with supplementary materials, instructor's manual, first revised edition. Columbus, Ohio: University Council for Educational Administration, 1968. ED 017 065 Not available from EDRS. Book published by Charles E. Merrill Publishing Company, 1300 Alum Creek Drive, Columbus, Ohio 43216. 190p. $7.50.

In an application of game theory to prepare participating personnel for effective professional negotiation in education, three forms of collective bargaining are simulated--one for a 4-to-8-hour time period, second for a 2-to-4-day time period, and a third for a 1-to-3-week workshop or seminar. Longer forms present more background materials, more issues to be negotiated, and provisions for more intensive and extended investigation and evaluation of the processes, behaviors, outcomes, and issues involved. The basic gaming unit is comprised of two teams of two men each, one team representing the board of education-administration, the other representing the teachers. Gaming materials include a labor-management attitude questionnaire, information describing the simulated district, instructions to negotiators, issues for negotiation, statements of

positions, and final terms of agreement forms. Postsession evaluation directions include procedures for rating agreement-participant satisfaction and applying interaction process analysis by both professor and students to the analysis of negotiation session tapes.

23. Illinois Association of School Boards. When boards negotiate or bargain: Some guidelines, in tentative form, for study in workshops and for consideration in the development of procedures. Springfield: IASB, December 1967. 23p. ED 025 033 MF $0.25 HC $1.25.

    Tentative guidelines are intended for study in workshops and for consideration of boards of education and school officers as they develop workable and proper procedures for collective negotiations within their districts. Topics covered include preparing for negotiations, composition of the bargaining teams, the grievance procedure, and impasse procedures. A glossary of commonly used collective negotiation terms is also included.

24. Johnson, Herbert F. Collective negotiations in the public schools. Paper presented to the National Association of State Boards of Education--Salt Lake City, Utah, October 8, 1968. 10p. ED 024 146 MF $0.25 HC $0.60.

    Ways must be sought to make rising teacher militancy benefit education rather than harm it. In this pursuit, State boards of education should (1) help school officials understand that a fundamental change is taking place in their employer-employee relationship, (2) consider whether they wish to support State laws forbidding collective negotiations or to press for laws permitting them, (3) develop advisory services for individual school districts, and (4) play leading roles in devising ways to meet the rising costs of education. All parties involved must be aware of other conflicting pressures such as parental demands for a larger voice in the education of their children. The period in which laws and authority could be relied upon to determine policy in the public schools is drawing to a close. Wishes of employers and employees must be tempered with reason so that the primary goal of educating children can take precedence over personal desire.

25. Kleinmann, Jack H. The superintendent and grievance procedures. Paper presented to the annual meeting of the American Association of School Administrators--Atlantic City, New Jersey, February 17-21, 1968. 14p. ED 021 341 MF $0.25 HC $0.80.

    Grievance adjustment between teachers and administrators is viewed as a misunderstood process. The problem is treated under four main headings: (1) Purposes and characteristics of an effective grievance procedure, (2) status of grievance procedures in education, (3) relationship of grievance procedures to professional negotiation procedures, and (4) pertinent topics related to the grievance adjustment process. Appropriate grievance procedures are regarded as essential to the effective operation of a school system, whether or not a professional negotiation procedure is in effect.

Related topics include the small-sized school system, the "open door" policy, the grievance rate, roles of participants in the grievance process (principal, arbitrator, school board, grievance representative), and the question of exclusive representation.

26. Lambert, Sam M. Current problems within the teaching profession. Speech presented to the Council of Chief State School Officers annual meeting--San Juan, Puerto Rico, November 14, 1967. 17p. ED 018 847 MF $0.25 HC $0.95.

At the annual meeting of the Council of Chief State School Officers held November 14, 1967, in San Juan, Puerto Rico, the executive secretary of the National Education Association defined major factors to which he attributed unrest among teachers in American schools. The factors include rapidly increasing school enrollment, consequent social distance between classroom teacher and school administrator, increasing professionalism of male teachers, inadequate compensation both economically and socially, growing bureaucracy, and overcentralization. Problem-solving suggestions include a cooperative planning committee representing administration, teaching staff, and parents, a broader responsibility base for staff recruitment, and local control over basic decisions affecting the program of the individual school. The Federal government is projected as necessarily becoming a full third partner in the public school enterprise. Nine areas of action are outlined wherein the National Education Association will seek to engage in the improvement of education.

27. Levine, Daniel U. Organizing for reform in big-city schools. Phi Delta Kappan, 48, (March 1967). 6p. ED 020 266 MF $0.25 HC $0.40.

Proposed is the establishment of a new department in large urban school districts to be responsible for identifying and correcting dysfunctions in the schools. One unit of such a department would be authorized to conduct inspections which could reveal conditions and situations contributing to the poor functioning of urban schools. This unit could also initiate corrective action. Another departmental division serving as an ombudsman would investigate citizen and school staff grievances. It is felt that this proposed structural change might help "realign and revitalize a poorly functioning bureaucracy."

28. Linton, Thomas, and others. School board-school employe negotiations. Report of presentations at a conference on school board-school employe negotiations--Madison, December 10, 1966. January 1967. 76p. ED 011 697 MF $0.50 HC $3.90. (Also available from Wisconsin Association of School Boards, Box 160, Winneconne, Wisconsin 54986, for $2.50.)

At a conference of Wisconsin school boards in December 1966, eight major aspects of collective bargaining between school boards and school employees

were considered. They were--(1) preparatory work for negotiations includes recognition of collective negotiation in public education and development of the school board's position; (2) the negotiation session involves the school board in the role of management, problems of who should do the negotiating, and techniques for resolving deadlocks; (3) the written agreement raises problems of form, coverage, representation, grievance and arbitration procedures, contract duration, and the saving clause; (4) a recommended program of personnel administration includes employment procedures, provision for inservice improvement, and commensurate compensation; (5) a preventive grievance program involves development of a combined oral and written grievance procedure; (6) an approved salary schedule is suggested, based upon eight essentials adopted by the NEA; (7) the expanding scope of negotiations between school boards and teachers includes any phase of education affecting the working life of the teacher or the quality of the educational program; and (8) the State's municipal labor law is reviewed with respect to both professional and nonprofessional employees of the school board.

29. Markus, Frank W. Negotiations bibliography. Kansas City: Metropolitan School Study Group, University of Missouri at Kansas City, January 1968. 46p. ED 023 178 MF $0.25 HC $2.40.

    Over 500 items published between 1964 and 1967 are listed without annotation in seven catagories as follows: Journal articles, 344; pamphlets, 64; special articles and monographs, 41; papers, addresses, and memoranda, 27; theses and dissertations, 16; audiovisual materials, 12; and books, 30.

30. Metzler, John. A journal of collective negotiations. Trenton: New Jersey State Federation District Boards of Education, October 1967. 115p. ED 024 110 MF $0.50 HC $5.85.

    Guidelines to assist school board members in collective negotiations with teachers associations are developed from the author's experience as a negotiations consultant to school boards and to management in industry. Particular attention is given to the bargaining process, preparations for negotiation, the initial agreement, third-party intervention, and evaluating the human element in the negotiations process. Four New Jersey enactments related to collective negotiations in education are appended, including the full text of the Red Bank Agreement on Professional Negotiations between the Board of Education and the Teachers Association.

31. Mueller, Van D., and Hooker, Clifford P. Teacher-administrator-school board relationships. Minneapolis: Educational Research and Development Council of Twin Cities, Minnesota University, January 1967. 117p. ED 018 007 MF $0.50 HC $5.95. (Also available from the Educational Research and Development Council of the Twin Cities Metropolitan Area, Inc., 211 Burton Hall, University of Minnesota, Minneapolis, Minnesota 55455, for $2.00.)

At a workshop on teacher-administrator-school board relationships held October 12-15, 1966, at Hudson, Wisconsin, major presentations concerning collective bargaining in education were made by 15 authorities. These have been combined into 12 chapters--(1) "The Law Pertinent to Collective Bargaining in the U.S.," (2) "The Law Pertinent to Collective Bargaining in Minnesota," (3) "Representation Elections, Certification, etc.," (4) "The Role of Management in Negotiations--Principles and Preparations," (5) "Management in Negotiations," (6) "The Emergent Role of Teachers," (7) "The Scope of Negotiations," (8) "Negotiation Strategies and Tactics," (9) "Impasse and Alternatives--Mock Negotiations," (10) "Contract Administration," (11) "The Impact of Collective Bargaining on School Boards and School Administrators," and (12) "Grievances--Impasse."

32. Nolte, M. Chester. Labor law and education. Report of the Work Conference on Collective Bargaining (Denver, Colorado, July 8-19, 1968). Colorado: Denver University, July 1968. 98p. ED 025 020 MF $0.50 HC $5.00. (Also available from Bureau of Educational Research, University of Denver, Denver, Colorado 80210.)

Proceedings of an inservice conference on teacher militancy and collective bargaining are reported. Section one presents resumes of speeches delivered by experts from the fields of law, business, labor artibration, and professional negotiations. Topics of the speeches include new developments in professional negotiations, arbitration in public employment, the role and objectives of the American Federation of Teachers, and the Denver Classroom Teachers Association agreement. Section two reports activities of eight task force groups dealing with subjects such as (1) teacher militancy, (2) use of the labor union framework in public employment, (3) the American Federation of Teachers-National Education Association rivalry, (4) use of the strike and other stoppages among teachers, (5) the problem of which public employees should be covered by State negotiation statutes, (6) the problem of what issues are negotiable, (7) the problem of impasses, and (8) the problem of enforcement and administration. The final two sections present results of conference mock bargaining sessions and a listing of conference participants.

33. Openlander, Stuart L. What are the ingredients in the recipe for successful negotiations with teacher groups? Paper presented to the annual meeting of the American Association of School Administrators--Atlantic City, New Jersey, February 17-21, 1968. 11p. ED 021 340 MF $0.25 HC $0.65.

Basic ingredients of a successful negotiations process in education include adapting the procedure to the time schedule of the district and personnel concerned, establishing an agenda of items to be negotiated, sharing factual information, providing a proper setting with adequate facilities for

the negotiating participants, utilizing effective communications, and providing an escape hatch for resolving impasses.

34. Perry, Charles R. Impasse resolution in teacher negotiations. Volume III, collective action by public school teachers. Final report. Chicago: Industrial Relations Center, Chicago University, January 1968. 207p. ED 021 789 MF $1.00 HC $10.45.

This volume on impasse resolution in school bargaining is the third in a four-part study of collective action by public school teachers. It represents an intensive study of eight school districts chosen from a sample of 80 in which true impasses occurred prior to June 1965. The substance of the eight case studies, based on data collected from questionnaires, interviews, written documents, and press coverage, is presented on a cross-sectional basis. Chapter I consists of introductory background. The individual school districts are analyzed in Chapter II as to the environment for collective bargaining. Chapters III and IV focus on the independent variables of conflict and power, Chapters V and VI on the dependent variables of issue settlement and longrun behavior. From the experience in the districts studied, the final summary chapter draws conclusions as to the present status of collective bargaining and the processes of resolving impasses.

35. Perry, Charles R., and Wildman, Wesley A. The impact of teacher bargaining on the schools. Volume IV. Collective action by public school teachers. Chicago: Industrial Relations Center, Chicago University, May 1968. 140p. ED 021 790 MF $0.75 HC $7.10.

This volume is the final in a four-part series of monographs comprising a broad investigation of teacher collective action in local school districts. It presents the results of investigations of the shortrun and probable long-run impact of negotiating activity between school boards and teacher organizations in 22 selected school districts across the country. Organization is based on discussion of five basic research problems with cross-sectional reference to the 22 case studies, eight of which were intensive longitudinal investigations. Chapter II is devoted to the impact of collective bargaining on the nature of the interaction between school management and the representatives of teachers, Chapter III to its impact on educational policies and programs. The effects of bargaining on the allocation of financial resources within the community and the school system and the effects on the utilization of teachers are analyzed in Chapters IV and V. Finally, Chapter VI examines the future of collective negotiations in education and the probable impact of bargaining on the ability of school systems to adapt to changes in technology and environment.

36. Piele, Philip (Comp.). Selected bibliography on collective negotiations. Eugene: ERIC Clearinghouse on Educational Administration, University of Oregon, January 8, 1968. 12p. ED 024 133 MF $0.25 HC $0.70.

This bibliography lists 117 journal articles, 10 books, and 14 dissertations published in 1966 and 1967. Particular subjects treated include negotiation research, grievance procedures, teacher strikes, teacher associations, and the roles of the various participants--school superintendents, principals, teachers, and board members--in the collective negotiation process.

37. Piele, Philip. Collective negotiations in education. Eugene: ERIC Clearinghouse on Educational Administration, University of Oregon, 1968. 3p. ED 025 032 MF $0.25 HC $0.25.

This literature review examines current documents on collective negotiations in education that were processed by the Clearinghouse on Educational Administration. Principal topics discussed are negotiating procedures, the role of the superintendent, teacher organization-school administrator relations, causes of teacher militancy, negotiation laws, and collective negotiations in higher education.

38. Piele, Philip, and Hall, John S. (Comps.). Administrator techniques in collective negotiations: A guide to recent literature. Bibliography series, number eleven. Eugene: ERIC Clearinghouse on Educational Administration, University of Oregon, April 1969. 23p. ED 027 643 MF $0.25 HC $1.25.

This annotated bibliography contains 44 entries dealing with various administrator techniques used in collective negotiations. An index is provided for access to specific topics covered by the entries. These topics include (1) the scope and examples of negotiable items, (2) collecting and organizing background data, (3) the structure and composition of the negotiating team, (4) the negotiation environment, (5) ground rules and procedures for the process of negotiation, (6) proposals and counter-proposals, (7) avoiding and resolving impasses, and (8) writing and implementing the final outcome. The entries date from 1966 to the present.

39. Rausch, Fred W., Jr. An analysis of collective negotiations statutes in public school employment. Topeka: Kansas Association of School Boards, May 1968. 10p. ED 021 326 Not available from EDRS. (Available from KASB, 825 Western Avenue, Topeka, Kansas 66606, for $0.25.)

Recent activities of the National Education Association, State teachers' associations, and various local teachers' associations indicate that States which do not now have them should adopt statutes regarding collective negotiations. This report analyzes the laws of 17 States which do have such statutes. The recent New York act, one of the newest and probably the most comprehensive of the various negotiations statutes, is covered in some detail. The two main aspects of negotiations covered are statutory provisions relating to conduct of negotiations and to designation of bargaining agents as of May 1, 1968. A bibliography is

included which cites (1) the statutes and constitutions of the 17 States, (2) 32 court cases, (3) attorneys generals' opinions from five States, and (4) 21 law review articles.

40. Ream, Marsha A., and Walker, Donald P. Formal grievance procedures for public-school teachers, 1965-66. Washington, D.C.: National Education Association, 1967. 64p. ED 018 878 MF $0.50 HC not available from EDRS. (Available from NEA, 1201 Sixteenth Street, N.W., Washington, D.C. 20036, for $1.25.)

    This study reports the findings from an NEA research division survey of grievance procedures in school systems with enrollments of 12,000 or more for the 1965-66 school year. The study is limited to formal procedures used for processing the grievances of public school teachers. Information for the report was obtained from questionnaire responses received from 374 school systems. The questionnaire asked for status information not universally available in written grievance policies. This information included type of procedure, number of processings, personnel covered, and dissemination of the policy. The report provides a frame of reference for school personnel, education associations, and interested laymen for both establishing and improving formal grievance procedures. Excerpts from formal grievance procedures provide examples of nearly every type of provision or element found in the grievance procedures returned by the school systems. A 101-item bibliography on grievance procedures is included.

41. Redfern, George B. The art of negotiation. Paper presented to the annual meeting of the American Association of School Administrators--Atlantic City, New Jersey, February 17-21, 1968. 19p. ED 021 332 MF $0.25 HC $1.05.

    Successful negotiations are more likely to occur if a suitable climate exists. Five general elements influence this climate: (1) The history of working relationships among teachers, administrators, and board of education members, (2) the current status of these relationships, (3) the pressures from emerging teacher organizational changes, (4) legal constraints, and (5) the predominant personal and philosophical biases of teachers, administrators, and board members. Although board members, superintendents, and staff members differ in their attitudes about negotiations, each must observe the following principles for negotiations to succeed: Manifest good faith, hold the welfare of the students above all else, share authority, recognize and respect the nature of the negotiation process, and exercise patience as negotiations proceed.

42. Redfern, George B. Will teacher militancy make evaluation of teacher performance obsolete? Paper presented at the annual meeting of the American Association of School Administrators--101st, Atlantic City,

New Jersey, February 17, 1969. 15p. ED 027 635 MF $0.25 HC $0.85.

Teacher militancy and evaluation are not necessarily incompatible. Job dissatisfaction, a potent cause of militancy, will not necessarily be removed by placing the emphasis upon higher salaries, better fringe benefits, a shorter work year, lighter teaching loads, and other extrinsic rewards for job performance. Rather, as other studies have suggested, militancy may be reduced if ways are found to enable teachers to feel a sense of intrinsic worth and job fulfillment in the performance of work. This would require a new approach to evaluation such as the following five-step approach for evaluator and evaluatee: (1) Agree upon specific relevant performance objectives, (2) plan a cooperative course of action to achieve the objectives, (3) establish ways to check periodically how well daily instructional procedures are achieveing results, (4) make a joint assessment of results achieved, and (5) discuss the extent of achievement and decide the followup that is called for. A climate of acceptance between teacher and administrator is essential. It is concluded, after the examination of six relevant issues, that teacher militancy will not make teacher evaluation obsolete provided that evaluation is restructured.

43. Rehmus, Charles M. Public management and collective negotiations. Fayetteville: College of Education, Arkansas University; University Council for Educational Administration, 1966. 15p. ED 011 702 MF $0.25 HC $0.85.

Growing union organization of government employees is attributed to three main factors: (1) Union need of larger membership for increased income and pressure group strength, (2) successful organization of government white collar workers to provide union leaders with an important wedge in organizing white collar workers in the private sector, and (3) union activists view that unionism will raise working conditions, wages, and fringe benefits of government employees to levels found in the organized private sector. Teacher organization negotiations have resulted from the desire of teachers for greater security or control over their working conditions and for elimination of employer discrimination in decisions affecting teachers. For both superintendents and teachers, a suggested alternate to the present all-inclusive NEA organization is a community-level structure which would provide for negotiations between the local teacher organization and the superintendent as district units but would include them in the same structure on the State and national level. Negotiation is viewed as a complex process requiring thorough preparation, an understanding of the total negotiation process, and careful planning for the administration of a new labor agreement. The adequate resolution of negotiation impasses depends upon a problem-solving orientation on the part of management and a willingness to negotiate within the limits of managerial responsibility.

44. Rehmus, Charles M., and Wilner, Evan. The economic results of teacher bargaining: Michigan's first two years. Number 6. The research papers in industrial relations and human resources. Detroit: Institute of Labor and Industrial Relations, Wayne State University, May 1968. 41p. ED 025 026 MF $0.25 HC $2.15.

A sample of Michigan cities is the basis for an evaluation of the economic benefits of collective bargaining to teachers and the economic impact of bargaining upon the school districts that employ and negotiate with them. The study's conclusions include: (1) Bargaining produced pay increases averaging 10 to 20 percent higher than teachers would otherwise have received, (2) the average annual increase in salaries for inexperienced teachers was three times as large after bargaining as it was before, (3) collective bargaining tended to make salary rates uniform among the school districts studied, (4) teachers have not yet received significant concessions in the bargaining issue of class size, (5) increases in teacher salaries resulting from bargaining have substantially increased the size of operating budgets per pupil, but not at the expense of other budget elements, and (6) bargaining-induced increases in teacher compensation were paid for largely by minor economies and from new revenues.

45. Rhodes, Eric F., and Long, Richard P. The principal's role in collective negotiation. Arlington, Virginia: Educational Service Bureau, Inc., 1967. ED 017 069 Not available from EDRS. (Available from ESB, Inc., 1041 N. Fillmore Street, Arlington, Virginia 22201, for $7.95.)

Problems of the school principal's role as the middleman in collective negotiations between school boards and teacher organizations are identified within the new relationship of teachers and administrators in public school systems. The principal is viewed as the administrative authority and responsible decision-maker on questions of administration in each school. Topics considered include a brief historical review of collective negotiations in education since 1959, principals as management personnel, agreement implementation, grievance procedures, protection of the principal's status, problems of operation under bargaining agreements, tactics of teacher unions and associations, sanctions, insubordination, and the effect of exclusive representation and collective negotiations in school systems on parents and parent organizations. A sample agreement showing items directly affecting school principals is appended.

46. Rhodes, Eric F., and Neal, Richard G. The control of teacher militancy. Washington, D.C.: Educational Service Bureau, Inc., 1968. 85p. ED 025 028 Not available from EDRS. (Available from ESB, Inc., 1835 K Street, N.W., Washington, D.C. 20006, for $7.95.)

School board members and school administrators are provided with information concerning their roles in controlling the growing organized

militancy of teachers. Positions and concepts that the management team should adopt in developing a collective negotiations agreement are discussed in many areas, including (1) composition of bargaining units, (2) grievance procedures, (3) means of resolving impasses, (4) giving and exacting concessions, and (5) overall rationale for evaluating teacher demands. The view that all administrators, supervisors, and superintendents should be included in the management unit is emphasized.

47. Rhodes, Eric F., and Neal, Richard G. Managing educational negotiations. Washington, D.C.: Educational Service Bureau, Inc., 1968. 103p. ED 025 029 Not available from EDRS. (Available from ESB, Inc., 1835 K Street, N.W., Washington, D.C. 20006, for $5.95.)

Information is presented that is designed to help school board members and public school administrators successfully carry out collective negotiations with teacher organizations. The following topics are discussed: (1) Comparison of private and public collective bargaining, (2) essential ingredients of collective negotiations agreements, (3) negotiating rights of administrators, (4) role of the principal in collective negotiations, (5) management preparations for negotiations, (6) the board's negotiating team, (7) the scope of negotiations, (8) the negotiability of class size, (9) inclusion of board policies in negotiation agreements, (10) bargaining elections for teachers, (11) hard-line bargaining in education, (12) making negotiations work, (13) when a demand is excessive, (14) when demands should be rejected, (15) the discipline clause, (16) incorporating ethics codes, (17) grievance procedures, (18) duration of written agreements, (19) administering agreements, and (20) reopening negotiations.

48. Robertson, Neville L. Teacher-school board negotiations: a bibliography. Bloomington, Indiana: Phi Delta Kappa, June 1968. 50p. ED 022 738 MF $0.25 HC $2.60. (Also available from PDK, Inc., Eighth and Union, Bloomington, Indiana 47401, for $1.00.)

This 715-item bibliography on teacher-school board negotiations updates the earlier bibliography by Owen G. Arnold and John Gordon Taylor published by Phi Delta Kappa in 1967. This revision contains more than double the number of items which appeared in the earlier publication, indicating the expansion of the field. Items cited, dating from 1956 to 1968, include articles, books, dissertations, bulletins, pamphlets, reports, reprints, regular publications dealing with negotiations, and audiovisual materials such as films, audio tapes, slide presentations, and gaming materials. There is also an author index. To compile the bibliography, requests were sent to more than 200 associations and agencies for bibliographic notes and materials; periodical indexes and bibliographies from books dealing with negotiations were consulted.

49. Schnaufer, Pete. The uses of teacher power. Chicago: American Federation of Teachers, March 1966. 32p. ED 011 519 MF $0.25 HC $1.70. (Also available from the AFT, 716 North Rush Street, Chicago, Illinois 60611, for $0.50.)

The uses of teacher power in influencing the work conditions, rewards, and activities of teachers are discussed. The strengths, weaknesses, and appropriate uses of various tactics for the exercise of this power are described. Particular attention is given to sanctions, strikes, injunctions, and mass resignations. Picketing, school board elections, sit-ins, and packing a board meeting room are also mentioned. Appendix tables contain information on work stoppages among teachers (number of stoppages, number of workers involved, number of idle man-days) each year during the 1940-1965 period.

50. Seager, Roger C., and Philipson, Richard L. (Eds.). School boards and school board problems, a clinical approach. Milwaukee: Department of Educational Administration and Supervision, Wisconsin University, 1967. 98p. ED 021 316 MF $0.50 HC $5.00. (Also available from Department of Educational Administration and Supervision, Garland Hall 104, University of Wisconsin--Milwaukee, Milwaukee, Wisconsin 53201, for $1.50.)

This document reproduces a series of presentations made at clinics for school board presidents and school superintendents at the University of Wisconsin and Wisconsin State University. Although school board members are usually drawn from the more able segments of society, they approach increasingly difficult problems (new educational demands, growing activity of pressure groups, increasing teacher militancy, civil rights and racial disputes, collective bargaining, problems of financial support, and the procurement and allocation of Federal funds) with little or no formal preparation for such responsibilities. For this reason the Department of Educational Administration and Supervision of the University of Wisconsin organized the clinics to help school boards analyze and solve problems. Use of the "clinical technique" is demonstrated in mutual exploration and analysis of (1) professional negotiations and collective bargaining, (2) school board policies, (3) school policy development, (4) intergovernmental relations, (5) problems of school district operation, (6) changes in school government, (7) schools as a focus of social change, and (8) relations between school and society.

51. Scott, Walter W. Collective negotiations, implications for preparation of administrators. Fayetteville: College of Education, Arkansas University; University Council for Educational Administration, 1966. 19p. ED 011 410 MF $0.25 HC $1.05.

The author states that definition of the superintendent's role in collective negotiations is a major problem. The school administrator may serve

as negotiator for the board, spokesman for the teachers, mediator for both, or may be completely independent. A study of 98 superintendents in 469 schools in seven Midwestern States revealed that 87 percent regarded their role as changed by negotiations. There was little agreement on this new role function in relation to teachers and boards. Increased professionalism of teachers has been a major factor in changing the administrator role. Teachers seek more control over decisions which affect them. Because schools operate both internally and externally in a political environment, with a wide range of local, State, and Federal involvements, the prospective administrator needs a working knowledge of political power dynamics, community power structures, and political aspects of mass media, economic goods, and services. An interdisciplinary seminar approach in negotiating techniques is recommended as part of graduate school preparation for administrators, accompanied by a continuous inservice training program of conferences and workshops for those already engaged in administration.

52. Seaberg, John, and Ulibarri, Horacio. Areas of conflict between administrators and teachers. A New Mexico report. Albuquerque: Research and Study Council and Educational Service Center, New Mexico University, March 1968. 41p. ED 025 031 MF $0.25 HC $2.15.

A study investigated the nature of the conflict between the school administration and teacher organizations over policy formulation and decision making in six New Mexico school districts having both National Education Association (NEA) and American Federation of Teachers (AFT) affiliates. The study sought to determine whether there are differences between the school administration and teachers concerning (1) areas of importance in policy formulation and decision making, (2) the areas in which teachers should be involved in policy formulation and decision making, and (3) the methods teachers should employ to obtain their goals. A three-part questionnaire composed of Likert-type scales was administered to local NEA and AFT affiliate officers and ex-officers and to the upper echelon of the local school administration and members of the local board of education. Conclusions show (1) no significant differences among the administration, NEA affiliate officers, and AFT affiliate officers, regarding areas of importance; (2) significant differences regarding the areas in which teachers should be involved; and (3) a mixed reaction regarding the methods teachers should employ to obtain their goals. Implications of the findings are discussed, with an observation that they are mainly applicable to areas of the United States which are not heavily industrialized and not proximate to strongly unionized organizations.

53. Selden, David. Beyond negotiations. Paper presented at the Pacific Northwest Assembly co-sponsored by the University of Oregon and the American

Assembly of Columbia University--University of Oregon, Eugene, July 20-23, 1967. 7p. ED 013 503 MF $0.25 HC $0.45.

A third of all American teaching employees in the field of education are covered by some form of collective bargaining, a situation in many respects parallel to that found among workers in the private industrial sector. Teacher contracts are distinguished by less reliance on seniority, fewer employer penalties, and fewer fringe benefits, primarily because teacher bargaining is still in its infancy. Teacher bargaining moves beyond industrial collective bargaining to the extent that teachers regard themselves as professionals, bargaining not only on conditions of work but on matters of educational policy, including curriculum determination, textbook selection, teaching hours, and special educational programs. The New York City More Effective Schools plan is an illustration of teacher bargaining gains for both schools and children. The teachers' union proposed using city bonus funds to establish specified conditions (smaller classes, teacher "free" time, and saturation remedial and psychological services). In three years of operation the plan has achieved remarkable results. Teachers' unions have a unique role in providing a new dynamism in education, offering solutions without prior commitment to vested interests or to established, outmoded, or inadequate programs.

54. Shils, Edward B., and Whittier, C. Taylor. The roles of the superintendent and school board in collective negotiations. Chapter 11, teachers, administrators, and collective bargaining. 1968. 26p. ED 023 173 MF $0.25 HC $1.40. (Also available from Thomas Y. Crowell Company, 201 Park Avenue South, New York, New York 10003; complete document 580p., for $9.50.)

Attitudes of four groups of professional educators are compared respecting the role of the superintendent in collective negotiations. The AFT sees him as head of the opposition's negotiating team. The NEA sees him as a member of the professional staff and as a neutral catalyst providing resource information while teacher representatives negotiate with a board committee. The AASA sees him in the dual role of chief executive and staff member, but also as an independent third party playing a significant role in the negotiation process. The NSBA sees him as the agent of the board and as a channel and interpreter of staff problems. Unresolved aspects of the superintendent's role include applying the separation-of-power principle to school board organization and joint decision making by the superintendent and the school board.

55. Shils, Edward B., and Whittier, C. Taylor. Collective bargaining in private industry in the United States compared to the present status of collective negotiations in public education. 1968. 41p. ED 023 172 MF $0.25 HC $2.15. (Also available from Thomas Y. Crowell Company, 201 Park Avenue South, New York, New York 10003; complete document 580p., for $9.50.)

Collective negotiation in education has lagged behind collective bargaining developments in private industry, which have resulted from the passage of a number of Federal statutes, beginning with the NIRA Act of 1933. By contrast, State statutes for collective negotiation in education have been relatively few, recent, and inadequate. Topics considered include composition of the bargaining unit, compulsory membership and binding arbitration. Five premises support the NEA position of professional negotiation. Eight premises support the AFT position of collective bargaining.

56. Smith, Stuart C. Collective negotiations in education, a review of recent literature. Eugene: ERIC Clearinghouse on Educational Administration, University of Oregon, January 1968. 8p. ED 018 869 MF $0.25 HC $0.50. (Also available from ERIC/CEA, University of Oregon, Eugene, Oregon 97403, for $0.25.)

Six recent books on collective negotiations are reviewed--(1) Myron Lieberman and Michael H. Moskow, "Collective Negotiations for Teachers, an Approach to School Administration," (2) Michael H. Moskow, "Teachers and Unions; the Applicability of Collective Bargaining to Public Education," (3) Stanley M. Elam, Myron Lieberman, and Michael H. Moskow, "Readings on Collective Negotiations in Public Education," (4) Robert E. Doherty and Walter E. Oberer, "Teachers, School Boards, and Collective Bargaining: A Changing of the Guard," (5) T. M. Stinnett, Jack H. Kleinmann, and Martha L. Ware, "Professional Negotiation in Public Education," and (6) Roy B. Allen and John Schmid, editors, "Collective Negotiations and Educational Administration." Among the areas discussed are negotiation history, teacher organizations, negotiable issues, strikes and sanctions, relevance of the private sector, administrator membership in teacher organizations, superintendent role in negotiations, and the future of negotiations.

57. Ubben, Gerald C., and others. Collective negotiation and the educational administrator. Knoxville: University Council for Educational Administration, Tennessee University, February 1967. 30p. ED 019 759 MF $0.25 HC $1.60.

This annotated bibliography lists 274 books, pamphlets, and periodicals on collective negotiation published between 1956 and 1967. Most of the selections are more recent than 1963. Periodicals make up more than five-sixths of the bibliography. Also included are several recommended general collective bargaining texts and a few selected entries dealing with public employees in general.

58. Urich, Ted. A Q-sort analysis of the superintendent's role in collective negotiations as perceived by school personnel. Iowa City: Iowa Center for Research School Administration, Iowa University, January 1968. 7p. ED 018 010 MF $0.25 HC $0.45.

This study investigates the amount of agreement existing between superintendents, school board members, and teachers from rural, urban, and central city school districts concerning the role of the superintendent in the collective negotiation process. Twenty school districts participated in the study. The districts were divided into categories of central city (greater than 50,000 inhabitants), urban (2,500-50,000 inhabitants), and rural (less than 2,500 inhabitants). Twenty superintendents, 20 board members, and 40 teachers in these districts were asked to sort a 60-statement deck of Q-sort items. Each respondent was asked to place, in rank order, his responses to the 60 statements relating the superintendent to his role in collective negotiations and to the scope and structure of the negotiation process. Two groups were identified--factor A, those from urban and rural school districts, and factor B, those from central city school districts. Factor A was reluctant to accept the responsibility for developing a quality educational program and undecided about the teachers' organization being a mechanism to accomplish improvements in working conditions. The factor B group indicated a greater perception and understanding about the more crucial issues and collective negotiation process, and was willing to take a stand on important aspects in the collective negotiation process.

59. Wildman, Wesley A. The law and collective negotiations in education. Volume II, collective action by public school teachers. Final report. Chicago: Industrial Relations Center, Chicago University, May 1968. 72p. ED 021 788 MF $0.50 HC $3.70.

This volume on law and collective negotiations in the schools is the second in a series of four monographs comprising a broad investigation of teacher collective action in local school districts in the United States. Part I (30 pages) of this volume deals with emerging local doctrine relating to the rights of teachers and other public employees to organize, negotiate, engage in concerted activities, etc. It emphasizes problem areas within the law relating to school bargaining which are as yet not resolved. Part II (37 pages), compiled by Arthur B. Smith, is a review of the statutory law relevant to teacher negotiations in the context of a comprehensive survey of all legislation concerning bargaining by government employees. Subsections include Creation of Collective Bargaining Rights, Designation of Employee Representatives, Regulations of the Negotiation Process, Unfair Labor Practices, The No-Strike Policy and Its Enforcement, Impasse Procedures, and Administrative Machinery.

60. Wildman, Wesley A., and Burns, Robert K. Teacher organizations and collective action: A review of history and a survey of school district activity, 1964-65. Volume I, collective action by public school teachers. Final report. Chicago: Industrial Relations Center, Chicago University, June 1968. 170p. ED 021 787 MF $0.75 HC $8.60.

This first of four volumes comprising a broad investigation of teacher collective action in local school districts focuses on the history of such activity. Part I (42 pages) of this volume traces the history of the major teacher organizations--local, State, and national--from 1857 to 1967 with respect to their concern for teacher welfare and their development of local school district bargaining or negotiating philosophies or programs. Part II (120 pages) reports the results of a nationwide survey of teacher collective activity at the local school district level conducted in late 1964 and early 1965. Analysis of the questionnaire responses (N=6023 of the largest urban and nonurban school systems) is organized in terms of the three elements of teacher organization-school board relationships covered by the survey: (1) organization and recognition, (2) structure and procedures for collective interaction or negotiation relationships, and (3) instances of impasse or persistent disagreement not resolved through the normal negotiation process. A final chapter deals with the content of the 419 teacher negotiation agreements solicited from the sample. Included are 18 statistical tables. The questionnaire and cover letter are appended.

61. Wildman, Wesley A. The nature and dynamics of teacher organization-school administration negotiating activities and their impact on school administration. Fayetteville: College of Education, Arkansas University; University Council for Educational Administration, 1966. 20p. ED 011 701 MF $0.25 HC $1.10.

Seventy percent response to a survey of the nation's 6,000 largest school systems (1963-64 enrollment of 1,200 or more) indicated that 45 percent of the districts acknowledged a formal relationship between teacher organization and school administration, with guidelines established for negotiations regarding salaries and working conditions. Both NEA and AFT regard commitment to mutual agreement as a crucial factor in a negotiating relationship. Of 419 written policy agreements analyzed, only 36 (8.5 percent) were jointly signed. The remaining 383 were products of unilateral board policy. Subjects for negotiation have included curriculums, methods of instruction, school calendar, insurance, dismissal of classes, and related nonsalary issues. Community financial support of education, budgeting allotment priorities, academic training as a determinant for teacher advancement, and rotation of teaching with nonteaching assignments have been special areas of conflict. While the teacher strike is currently regarded as a unilateral impasse resolution procedure, collective bargaining is rapidly becoming a system of bilateral negotiations between public employers and employee organizations. The AFT, centering its organizational work in a number of the nation's largest cities, is more inclined to consider conflict in the school system inevitable than is the NEA.

62. Wynn, D. Richard. Policies of educational negotiation problems and issues. Research monograph. Pittsburgh: Tri-State Area School Study Council, October 1967. 20p. ED 019 753 MF $0.25 HC $1.10.

This monograph is an expanded version of an address given at the mid-winter institute on January 25, 1967. The discussion focuses on the problems of the interrelationship of the school board, administration, and staff, especially in collective bargaining and informal negotiations. The major issues covered include--(1) the forces generating the thrust toward collective negotiations, (2) the inevitability of collective negotiations for most school systems, (3) the positions a board of education might take when confronted with local demands for collective negotiations, (4) the role of the board of education in the negotiations process, (5) the role of the superintendent in the negotiations process, (6) the proper subjects to be considered in collective negotiations, and (7) the avenues the boards of education and administrations can take to capitalize on the collective negotiations movement for the best interests of public education.

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